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ABSTRACT

This study analyzes the content of journal articles and books dealing with the school principalship. The articles were listed in "Education Index" published from 1970 through 1973; the books were listed in the 1973 edition of "Books in Print." A content analysis research method is used to determine the principal's functions in personnel guidance and to indicate the similar and unique functions at various school levels. Principal behavior is classified according to cognitive, affective, and psychomotor domains. Frequency tables present the data. The study reveals 231 separate functions in personnel guidance. (DW)

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THE PUBLIC SCHOOL PRINCIPAL FUNCTION IN PERSONNEL GUIDANCE[1]

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[1]This is the second of a series of papers on the Principals Function as Derived from Authors of Books and Periodical Articles from 1970 through 1973. Additional studies are available by writing the authors at Holton Hall, Kansas State University, Manhattan, Kansas 66506

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INTRODUCTION

Since 1916 when the Department of Secondary School Principals was organized[1] (The Department of Elementary School Principals was established in 1920[2]), various concepts have been formulated concerning the expected performance of school principals. The divergent expectations of the principal have been reported by, among others, Horowitz, et al.[3], Sergiovanni and Carver[4], Chase[5], and Miklos[6]. Goldhammer[7] seems to summarize the results when he states that the position of the principal is uncertain and ambiguous.

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[1]Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, N.J.: Prentice-Hall Inc., 1973), p. 19.

[2]Ibid., p. 34.

[3]Myer Horowitz, Gary J. Anderson, and Dorothy N. Richardson, "Divergent Views of the Principal's Role: Expectations Held by Principals, Teachers and Superintendents," The Alberta Journal of Educational Research, XV (December, 1969), p. 195.

[4]Thomas J. Sergiovanni and Fred D. Carver, The New School Executive (New York: Dodd, Mead and Co., 1973), pp. 175-176.

[5]F. S. Chase, "How to Meet Teachers' Expectations of Leadership," Administrator's Notebook, 1 (July, 1953), 2-3.

[6]E. Miklos, "Dimension of Conflicting Expectations and the Leader Behavior of Principals" (unpublished Doctor's dissertation, University of Alberta, 1963), p. 7.

[7]Keith Goldhammer and Gerald L. Becker, "What Makes a Good Elementary School Principal?" American Education, Volume 6, No. 3 (April, 1970), p. 11.

THE PROBLEM

While an analysis of more than 50 studies on the principalship reported in Dissertation Abstracts reveals divergent conceptions of the principal's role,[8] no thorough single analysis was found concerning how the principal functions. In addition, there was no evidence in the research indicating whether or not the functions are similar for elementary, middle school, junior and senior high school principals. The need for such analysis is urgently required at a time when educators are reorganizing the school systems and universities are redeveloping their training programs.

PURPOSES AND OBJECTIVES

It was the purpose of the study to determine what differences, if any, existed in the function of the public school principalship in Personnel Guidance, as derived from periodicals from 1970 through 1973.

The objectives of the study were:

1. To make a content analysis of the elementary, middle, junior and senior high school principals' function in as delineated by the authors in periodicals published from 1970 through 1973, and books listed in the 1973 edition of Books in Print.

2. To indicate the functions in Personnel Guidance were similar for each of the above mentioned levels of administration.

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[8]Stephen P. Hencley, Lloyd E. McCleary, and J. H. McGrath, The Elementary School Principalship (New York: Dodd, Mead and Co., 1970), p. 6.

3. To indicate what function in Personnel Guidance were unique to a particular level of administration, i.e., elementary, middle, junior and senior high school.

LIMITATIONS OF THE STUDY

This study was confined to a content analysis of journals published from 1970 through 1973, and books listed in the 1973 edition of Books in Print, the public school principalship in the United States. The periodicals were limited to those published in the United States and listed in the Education Index. No attempt was made to include lectures or essays unless these were included in a periodical or book.

METHOD OF STUDY

Content analysis was the research method used in this study. The content variables or categories used were selected from works by Ocker[9], Melton[10] and Snyder[11] with selected categories being added. In addition, each time a behavior was classified under one of the categories it was also considered in a two-dimensional way. First, the behavior was classified as pertaining to elementary, middle, junior or high school. When no particular school level was indicated for a given behavior , the variable was coded under the classification "Not Determined". Second, the behavior was classified as pertaining to the Cognitive, Affective or Psychomotor Domains.

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[9]Sharon Dale Ocker, "An Analysis of Trends in Educational Administration," unpublished Ed.D. dissertation, University of Nebraska Teachers College, 1967.

[10]Joseph Melton, "Perceptions of the Ideal and Actual Role of the Elementary School Principalship," unpublished Ed.D. dissertation, Wayne State University, Detroit, Michigan, 1958.

[11]Willard S. Snyder, "Elementary School Principal's Perceptions of his Ideal and Actual Role," unpublished Ed.D. dissertation, United States International University, California Western Division, California, 1968.

No effort was made to tally the frequency with which particular categories of content occurred in a given publication after the initial recording had been made unless the category referred to a different level in the cognitive or affective domain or schooling. The cognitive levels are those defined by Bloom, et al.[12] The affective levels and definitions are those used by Krathwohl, et al.[13] The psychomotor domain is that defined by Harrow[14].

[12]Benjamin S. Bloom, et al., eds., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956), p. 15.

[13]Anita J. Harrow, A Taxonomy of the Psychomotor Domain (New York: David McKay Company, Inc., 1972).

[14]David R. Krathwohl, Benjamin S. Bloom, and Bertram B. Mosia, Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1964), p. 6.

Analysis

Journal Articles

Table 1 reveals that a grand total of 231 tallies were classified in this category--the principal's function in personnel guidance. Of this number, 43 were coded for the elementary school level, zero at both the middle school and junior high school level, 79 at the high school level and 109 were coded as "not determined," i.e., not referring to any particular level.

Of this grand total of 231 tallies which were coded for all the levels of schooling, 18.6 percent of the tallies were assigned to the elementary school level, 0.0 percent were assigned to the middle school level, 0.0 percent were assigned to the junior high school level, 34.2 percent were assigned to the high school level and 47.2 percent were assigned to the "not determined" level.

None of the analyzed articles dealt with the middle school principal's function or the junior high school principal's function in personnel guidance. When one examines the areas of administrative responsibility which are involved in these functions, it become difficult to comprehend why the authors did not deal with these topics. This is especially true of the middle school principals.

Table 1 indicates that a total of 43 tallies were coded for the principal's function in personnel guidance at the elementary level. This represents 18.6 percent of all the tallies coded for this category.

Table 1 also shows that 79 tallies--almost twice the number coded at the elementary level--were coded for this category at the high school level and this amounts to 34.2 percent of the total tallies coded for the principal's function in personnel guidance.

Table 1. An Analysis of Journal Articles Denoting the Principal's Functions in Personnel Guidance from 1970 through 1973.

Level	Total No. Tallies	Percentage Total Tallies
Elementary Schoo.	43	18.6
Middle School	0	0.0
Junior High School	0	0.0
High School	79	34.2
Not Determined	109	47.2
Total	231	100.0
Cognitive Domain		
Level 1 (Knowledge)	25	69.4
Level 2 (Comprehension)	0	0.0
Level 3 (Application)	1	2.8
Level 4 (Analysis)	5	13.9
Level 5 (Synthesis)	2	5.6
Level 6 (Evaluation)	3	8.3
Total	36	100.0
Affective Domain		
Level 1 (Receiving)	26	13.4
Level 2 (Responding)	89	45.6
Level 3 (Valuing)	76	39.0
Level 4 (Organization)	2	1.0
Level 5 (Characterization)	2	1.0
Total	195	100.0
Psychomotor Domain		
Total	0	0.0

Besides classifying each of the 231 variables coded for the principal's function in personnel guidance according to the level of schooling, each of the variables was also classified as denoting a behavior belonging to one of the subcategories of the cognitive, affective, or psychomotor domains.

Table 1 reveals that 36 of these variables were classified among the subcategories of the cognitive domain, 195 among the subcategories of the affective domain and none was classified in the psychomotor domain.

Of the total number of tallies classified for the cognitive, affective, and psychomotor domains, 84.4 percent of them were assigned to the subcategories of the affective domain. Only 15.6 percent of the total tallies was assigned to the subcategories of the cognitive domain, and 0.0 percent were assigned to the psychomotor domain.

The authors appear to have stressed the need for principals to be committed to their function in personnel guidance, to value it, and to seek ways of improving their professional involvement in it. Little emphasis was placed on the principal's knowledge of the principal of personnel guidance or on the intellectual skills required to perform the tasks involved in personnel guidance within the school.

Table 1 also shows how the 36 variables assigned to the cognitive domain were distributed among its subcategories. Most of the variables were classified among the three lowest levels of the cognitive domain inasmuch as 69.4 percent of them were assigned to level 1 (knowledge) and 2.8 percent to level 3 (application). For level 4 (analysis) there were 13.9 percent assigned; there were 5.6 percent assigned to level 5 (synthesis); and to level 6 (evaluation) there were 8.3 percent assigned. No variables were assigned to level 2 (comprehension).

The variables were classified in the following manner: 13.4 percent of them were assigned to level 1 (receiving); 45.6 percent were assigned to level 2 (responding); 39.0 percent were assigned to level 3 (valuing); 1.0 percent were assigned to level 4 (organization); and 1.0 percent of the variables were assigned to level 5 (characterization).

A study of Table 1 reveals that no variables were coded for either the middle school level or junior high school level.

Table 2 reveals that an equal number of variables were tallied for category 2-1 (selection of teachers) at the elementary school and high school levels with three variables having been tallied at the "not determined" level. One variable was tallied for the high school level for category 2-2 (assignment of teachers) and two variables were tallied at the "not determined" level. Only one variable was tallied for category 2-3 (transfer of teachers) and this was assigned to the high school level. For category 2-4 (evaluation of teachers) there were five variables tallied: one at both the elementary and high school levels and three at the "not determined" level. The fact that four variables were tallied for category 2-7 (teacher grievances) at the high school level and none at the other levels of schooling--except for the one variable assigned to the "not determined" level--should be noted.

The variables tallied for category 2-8 (teacher negotiations) were fairly evenly distributed at the elementary and high school levels (two for the elementary level, three for the high school level). There were six variables assigned to the "not determined" level. There were also six variables assigned to the "not determined" level of category 2-9 (supervision of teachers). The

Table 2. The Principal's Function in Personnel Guidance Assigned by Subcategories to Levels of Schooling from 1970 through 1973.

	Subcategory	Level of Schooling				
		Elementary	Middle School	Junior High	High School	Not determined
2-1	Selection of teachers	2			2	3
2-2	Assignment of teachers				1	2
2-3	Transfer of teachers				1	
2-4	Evaluation of teachers	1			1	3
2-7	Teacher grievances				4	1
2-8	Teacher negotiations	2			3	6
2-9	Supervision of teaching	1			3	6
2-10	In-service training	1				2
2-11	Staff meetings	1				5
2-12	Staff morale	2			3	9
2-13	Health of teachers--physical and mental				1	1
2-14	Stimulating teachers	5			5	21
2-15	Coordinating teachers	3			2	8
2-16	Communicating with teachers	12			7	17
2-17	Service personnnel	1				1
2-17a	Secretaries				1	
2-17f	School social worker					1
2-17b	Paraprofessional aides	1			1	1
2-23	Promotion, failure and retention				1	
2-26	Nongraded techniques	1				
2-27	Provision for individual differences	5			3	3
2-28	Providing for exceptional children	1				
2-29	Discipline of pupils				10	5
2-30	Pupil health services				2	1
2-31	Pupil guidance services					1
2-32	Evaluation of pupils by standardized tests	1			1	
2-36	Student government				7	
2-39	Safety				2	1
2-41	Drug usage				1	
2-42	Extra-curricular activities				2	
2-43	Mediator				2	
2-44	Student teacher				1	
2-45	Miscellaneous	3			12	7
	Total	43	0	0	79	109

fact that as many as six variables were assigned to the "not determined" level of the two categories just referred to seems to indicate that the authors considered that the functions represented in these categories are common responsibilities of all principals.

The only levels which had variables tallied for them in the case of categories 2-10 (in-service training) and 2-11 (staff meetings) were the elementary school and "not determined" levels. Variables tallied for both categories--two for the first category and five for the second.

Staff morale (category 2-12) received a considerable amount of attention from the authors. There were 14 variables tallied in all with two having been assigned to the elementary level and nine to the "not determined" level.

Two variables--one at the elementary level and the other at the "not determined" level--were tallied for category 2-13 (health of teachers--physical and mental). Considering the degree of mental strain teachers are under today as well as the physical dangers they are exposed to, especially in inner-city schools, one would expect more to be written about this. It is worthwile noting and interesting to speculate why, on the one hand, the authors wrote about the principal's function in developing and maintaining staff morale while, on the other hand, nothing was written concerning the principal's function in helping to foster and maintain the teachers mental health.

A total of 31 variables were tallied for category 2-14 (stimulating teachers). Of this total, five each were assigned to the elementary school and high school levels with the remainder (21) having been assigned to the "not determined" level. In the case of the variables assigned to the "not determined" level it is probable that the authors judge this function to be the responsibility of the principals at each

level.

What was said about the principal's function in stimulating teachers also applies to category 2-15 (coordinating teachers). Thirteen varialbes were tallied, three of which were assigned to the elementary level, two to the high school level, and eight to the "not determined" level.

The authors deal in great detail with the principal's function in communicating with teachers (category 2-16). Of the 36 variables tallied for this category, 12 were assigned to the elementary school level, 7 to the high school level, and 17 at the "not determined" level.

Category 2-17 concerns the principal's function in dealing with the service personnel of the school. Two variables dealt with the overall function of the principal in this matter. One of the variables was tallied at the elementary level and one at the "not determined" level. This category was further divided into eight subcategories labeled with the letters (a) to (h). Note how little was written about the principal's function in each of these subcategories. For subcategory 2-17a (secretaries) one variable was tallied at the high school level and for 2-17f (social worker) one was tallied at the "not determined" level. A total of three variables were tallied for category 2-17h (teacher aides). Of this total, one variable was assigned to the elementary level, one to the high school level, and one to the "not determined" level.

One variable each was tallied for categories 2-23 (promotion, failure and retention) and 2-26 (nongraded techniques). In the former category, the variable was assigned to the high school level; in the latter, the variable was assigned to the elementary school level.

Eleven variables were tallied for category 2-27 (provision for individual differences). Five of these variables were assigned to the elementary school level, three to the high school level, and three to the "not determined" level.

Only one variable was tallied for category 2-28 (providing for exceptional children) and this variable was assigned to the elementary school level. It was surprising that there were not more variables classified than this considering the attention this field of special education is receiving today.

Category 2-29 (discipline of pupils) received 15 tallied variables, 10 being assigned to the high school level and 5 to the "not determined" level. No author dealt with this topic specifically at the elementary level.

Three variables were tallied for category 2-30 (pupil health services). Two of these variables were assigned to the high school level and one to the "not determined" level. Jozwiak[1] stated that the principal has a strategic role to play in the development of a sound health education program and that in the absence of a health official, he becomes directly involved and assumes more responsibility in the area of health services. Yet, only three variables were tallied for this function and nothing specific was published from 1970 through 1973 by the authors of periodical articles about the elementary school, middle school and junior high school principal's function in this area of administrative responsibility.

Just one variable was tallied for category 2-31 (pupil guidance services) and this was assigned to the "not determined" level. There obviously exists a gigantic void in the literature concerning this function.

Two variables were tallied for category 2-32 (evaluation of pupils by standardized tests). One variable was assigned to the elementary level, the other to the high school level.

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[1]Robert L. Jozwiak, "The Principal and Health Education," The National Elementary Principal, Vol. 48, No. 2. (November, 1968), p. 13.

A total of 42 variables were tallied for the last seven categories and it is interesting to note that only three of these variables were assigned to the elementary level.

Student government (category 2-38) received a considerable degree of attention from the writers. A total of seven variables were tallied and all were assigned to the high school level.

A total of three variables were assigned to category 2-39 (safety), two of them being assigned to the high school level; the other, to the "not determined" level.

One variable was tallied for category 2-41 (drug usage) and it was assigned to the high school level. Again, the only level which had variables tallied for it in the case of category 2-42 (extra-curricular activities) was the high school level.

Five variables were tallied for category 2-43 (mediator), two of which were assigned to the high school level and three to the "not determined" level.

Two variables were tallied for category 2-44 (student teacher). One of the variables was assigned to the high school level and the other one to the "not determined" level. The principal's function in this area of administrative responsibility as viewed by the authors is that of reinforcing the student teachers feelings of acceptance.

There were a total of 22 variables which were classified in the miscellaneous category (2-45). Three of these variables were assigned to the elementary school level, 12 to the high school level, and 7 to the "not determined" level. The content of each of these variables may be studied in Appendix A.

At a time when there is increasing teacher militancy, it is surprising that none of the analyzed periodical articles dealth with the principal's function in the promotion (2-5) and dismissal (2-6) of teachers.

No mention was made of the principal's function relative to such service personnel as the following: custodian (2-17b); maintenance (2-17e); nurse (2-17d); librarian (2-17e); and school psychologist (2-17g).

Procedures for admitting pupils to the various levels of schooling are examined by categories 2-18 through 2-22. However, no reference was made to the principal's functions in these areas of administrative responsibility.

The principal's function in the grouping of pupils (2-24) was not treated by the authors; neither was his function in attempting to prevent dropouts from occurring (2-25). It may be that these functions are administered by the guidance departments today in many schools.

None of the articles considered the principal's function in the evaluation of pupils by their teachers (2-23) or the reporting of pupils' progress (2-34). These are two of the major concerns of school principals and are responsibilities which carefully and diligently fulfill. At a time when accountability is very much in vogue, it is remarkable that not one of the analyzed articles dealt with these topics.

Considerable controversy surrounds such topics as homework (category 2-37) and pupil permanent records (category 2-35). Yet, the principal's functions in these areas of administrative responsibility were not explored by the authors of the published periodical articles.

No consideration was given by the authors of the analyzed periodical articles to the principal's function in the transportation of pupils (category 2-38) and trauancy (category 2-40).

A similar degree of attention was devoted by the authors to the principal's function in communicating with teachers (category 2-16). Six variables were assigned to this function and they were evenly distributed among the elementary school level, the high school level, and the "not determined" level.

There were three variables assigned to the principal's function in coordinating teachers (category 2-15) all of which were assigned to the elementary school level. The authors suggested that it is the elementary principal's responsibility for taking the initiative in leading his staff toward better coordination of educational efforts.

Although the authors of the analyzed books paid considerable attention to the principal's function in developing and maintaining staff morale and in stimulating teachers, only one variable was assigned to his function in helping to further the mental and physical health of his staff members (category 2-13). The variable was assigned to the high school level. It was the author's opinion that the principal is responsible for creating a school climate which is conducive to furthering the mental health of all staff members.

Just one variable was assigned to the principal's function in working with the school secretary (category 2-17a) and this variable was assigned to the high school level. According to the writer, the principal should establish standards for keeping up the appearance of his office and then brief his secretary on what he expects.

Two variables were assigned to category 2-17b (custodians), one of which was assigned to the elementary school level and the other to the

"not determined" level. One author emphasized that in a school where the principal manages the custodial program that he must understand the lines of authority for supervisory control of custodial personnel. The second author said that the elementary school principal who understands the value of the custodian's work must help his staff and custodian build a strong spirit of cooperation.

One variable in each instance was assigned to the elementary school level in the case of the principal's function in working with the following service personnel: school social worker (category 2-17f); school psychologist (category 2-17g); school paraprofessional aides (category 2-17h). The principal must, stressed one author, help the social worker in identifying problems, suggest solutions and support agreed-upon action. In working with the school psychologist, the writer stated that the principal must be aware of the job description of the school psychologist and then evaluate his work to determine the extent to which he accomplishes the identified tasks. Regarding the principal's function in working with paraprofessional aides, the author said that the principal should know all the available information about the funding, training, and job descriptions of programs using such personnel.

The principal's function in working with the school nurse (category 2-17d) and the librarian (category 2-17e) was also explored by the authors of the analyzed books. One variable was assigned to the "not determined" level in the case of the school nurse. In this instance, the author stated that the principal should make certain that the program of work for the school nurse is ready when the school opens. Another author stated that the principal

should secure well-qualified high school library personnel. A third writer said that the high school principal should include the high school librarian in the formulation of a planning team drawing-up details of a material resource center.

One variable was assigned to category 2-22 (admission of pupils to senior high school) and assigned to the high school level. The writer said that it was the principal's responsibility to make certain that all pupils entering school for the first time are properly enrolled.

Four variables were tallied for category 2-23 (promotion, failure and retention) two of which were assigned to the elementary school level and one each to the high school and "not determined" levels.

The principal's function in grouping pupils (category 2-24) was discussed by two authors one of whom said that it was the elementary principal's responsibility to decide whether the pupils should be grouped homogenously or heterogenously. The second author stated that it is the principal's function to control the procedures used in grouping.

Three variables were tallied for category 2-27 (provision for individual differences). Two of the variables were assigned to the elementary level and one to the high school level. Three variables were also tallied for category 2-32 (evaluation of pupils by standardized tests). In this case, two of the variables were assigned to the elementary school level and one to the "not determined" level.

In dealing with the principal's function in providing for exceptional children (category 2-28), one of two authors said that the elementary school principal should discuss the needs of exceptional children with the instructional staff and encourage the teachers to study this area in order to

make proposals for curriculum revision to help these pupils. The second author stated that a principal must, through staff study of the problems of educating exceptional children, devise procedures to integrate these pupils into regular classes. The first variable was consequently assigned to the elementary school level; the second, to the "not determined" level.

Three variables were tallied for category 2-29 (discipline of pupils) and three for category 2-30 (pupil health services). One each of the variables was assigned to the elementary school level, the high school level, and the "not determined" level. All the variables were assigned to the elementary school level in the case of the principal's function in pupil health services.

The principal's function in pupil guidance services (category 2-31) received much attention from the authors of the analyzed books. Six variables were assigned to this function as follows: three to the elementary school level, two to the high school level, and one to the "not determined" level.

Only one variable was tallied for category 2-33 (evaluation of pupils by teachers) and this variable was assigned to the elementary school level. The author in this particular instance wrote that it is the elementary principal's function to work to bring about unity in and acceptance of a marking system that meets with the approval of all staff members.

Two variables were tallied for category 2-34 (reporting pupil progress). One of the variables was assigned to the elementary school level. The author in this case said that the principal must provide the leadership and approach required to have parents accept improved pupil reporting progress systems. The second variable was assigned to the high school level and the author stated that the high school principal must keep parents fully informed

concerning the progress of students who hope to graduate but whose prospects of doing so are very dim.

The principal's function in the handling of pupil permanent records (category 2-35) was considered by five authors. Three variables were assigned to the elementary school level, and one each to the high school and "not determined" levels.

Three variables each were tallied for the principal's function in student government (category 2-36), in safety (2-29), and his function as a mediator (2-43). The variables were similarly assigned to the levels of schooling for the principal's function in student government and in safety: one variable each was assigned to the elementary school level, the high school level and the "not determined" level and one to the high school level.

Four variables each were tallied for the principal's function in the transportation of pupils (category 2-38) and extra-curricular activities (category 2-42). In the case of the principal's function in the transportation of pupils, two variables were assigned to the elementary school level, and one each to the high school and "not determined" levels.

Only one variable in each case was tallied for the principal's function in truancy (category 2-40), drug usage (category 2-41), and student teacher (category 2-44). The variable tallied for the principal's function in truancy was assigned to the "not determined" level. According to the author, the principal should consider it his ethical responsibility to investigate the entire situation relative to student truancy. For the principal's function in dealing with drug usage, the variable was assigned to the high school level and the author merely stated that high school principals should not seek to find a solution or expect to find an answer or a group of answers

to the problem of student drug use. The variable tallied for the principal's function in dealing with student teachers was assigned to the elementary school level. The author stated that the elementary school principal in recognizing the inherent contributions which the student teachers make to the children, his staff and the community should strive to make them feel accepted and appreciated.

A total of three variables were classified in the miscellaneous category (2-45). One of these variables was assigned to the elementary school level and two to the "not determined" level. The content of each variable may be studied in Appendix G.

None of the authors of the analyzed books wrote about the principal's function in ten areas of administrative concern. Nothing was written in the thirteen books about the principal's function in transferring or promoting teachers (categories 2-3 and 2-5), or about his function in dealing with maintenance personnel (category 2-17c).

Four categories, 2-18 through 2-22 deal with the principal's function in administering the admission of pupils to the various levels of schooling. A total of only one variable was tallied for these five categories and this was assigned to category 2-22.

Neither was anything written by the authors concerning the principal's function in dealing with the climination of dropouts (category 2-25), non-graded techniques (category 2-26) and homework (category 2-37).

Table 3 reveals how the 114 variables which were assigned to the principal's function in personnel guidance were distributed among the various levels of schooling. Three variables were tallied for the principal's function in the selection of teachers. One of the variables was assigned to the elementary level, one to the high school level, and one to the "not determined" level.

Book Analysis

Table 3 shows that a total of 114 variables were coded for the principal's function in personnel guidance. Forty-nine variables (43 percent) were coded for the elementary school level, zero for both the middle school level and junior high school level, 31 (27.2 percent for the high school level and 34 (29.8 percent for the "not determined" level.

The 114 variables were also classified as denoting a behavior in the cognitive, affective, or psychomotor domains. Table 3 shows that 51 (44.7 percent of the variables were classified among the six levels of the cognitive domain, 63 (55.3 percent) among the five levels of the affective domain, and no variables were classified in the psychomotor domain.

Table 3 also reveals the manner in which the variables were assigned to the various levels of the affective and cognitive domains. Twenty variables were assigned to level 1 (knowledge) of the cognitive domain, 11 to level 2 (comprehension), 18 to level 5 (synthesis), and 2 to level 6 (evaluation).

The 63 variables assigned to the affective domain were all assigned to levels 2 and 3. Fifty variables were assigned to level 2 (responding) which represents 79.4 percent of the 63 variables, and 13 variables were assigned to level 3 (valuing) which represents 20.6 percent of them. 0.0 percent of the 63 variables assigned to the affective domain were assigned to its two highest levels.

Table 3 reveals how the 114 variables which were assigned to the principal's function in personnel guidance were distributed among the various levels of schooling. Three variables were tallied for the principal's function in the selection of teachers. One of the variables was assigned to the elementary level, one to the high school level, and one to the "not determined" level.

Table 3. An Analysis of Selected Textbooks Denoting the Principal's Function in Personnel Guidance from 1970 through 1973.

Level	Total No. Tallies	Percentage Total Tallies
Elementary School	49	43.0
Middle School	0	0.0
Junior High School	0	0.0
High School	31	27.2
Not Determined	34	29.8
Total	114	100.0
Cognitive Domain		
Level 1 (Knowledge)	20	39.2
Level 2 (Comprehension)	11	21.6
Level 3 (Application)	0	0.0
Level 4 (Analysis)	0	0.0
Level 5 (Synthesis)	18	35.3
Level 6 (Evaluation)	2	3.9
Total	51	100.0
Affective Domain		
Level 1 (Receiving)	0	0.0
Level 2 (Responding)	50	79.4
Level 3 (Valuing)	13	20.6
Level 4 (Organization)	0	0.0
Level 5 (Characterization)	0	0.0
Total	63	100.0
Psychomotor Domain		
Total	0	0.0

Four variables were tallied in category 2-2 (assignment of teachers). Here, too, one variable each was assigned to the elementary school level and to the high school level. Two variables were assigned to the "not determined" level.

Two variables were tallied in category 2-4 (evaluation of teachers). One of the variables was assigned to the elementary school level, the other to the "not determined" level. One author stated the elementary principal must carefully develop a program of staff evaluation which is acceptable to his teachers; while the second author emphasized that the principal must make evaluations periodically.

Two variables were also tallied for category 2-6 (dismissal of teachers), one of which was assigned to the high school level and the other to the "not determined" level. The author who wrote about the elementary principal's function in dismissing teachers stated that when a menber of his staff is not effective that he must be dismissed. However, the record must show that the elementary principal has made efforts to provide supervision aimed at helping the teacher to be effective and that the evaluations were objective.

Only one variable was tallied for category 2-7 (teacher grievances) and this was assigned to the "not determined" level. On the other hand, four variables were assigned to the principal's functions in teacher negotiations (category 2-8). One variable was assigned to the elementary school level and three to the "not determined" level. The author who discussed the elementary principal's function in negotiations emphatically stated that this function at such a time is one of consultant to both the board of education and the teachers.

Considerable attention was devoted by the writers of the analyzed books to the principal's function in the supervision of teaching (category 2-9). Five variables were assigned to the elementary level, two to the high school level, and one to the "not determined" level.

Two variables were assigned to the principal's function in category 2-10 (in-service training). One variable was assigned to the elementary school level and the other to the "not determined" level. According to one author, the elementary school principal has the responsibility of ascertaining the appropriateness of his school organization's in-service courses. In the other instance, the author stated that it was the responsibility of the principal to secure the professional, expert assistance necessary to train his staff for their respective roles in using test data in an appropriate fashion.

Three variables were assigned to category 2-11 (staff meetings). One of the variables was assigned to the elementary school level, one to the high school level, and one to the "not determined" level.

The principal's function in developing and maintaining staff morale (category 2-12) had five variables assigned to it; two of which were assigned to the elementary school level, two to the high school level and one to the "not determined" level.

The importance of the elementary principal's function in stimulating teachers (category 2-14) was stressed by several authors. Four of the six variables were assigned to the elementary school level, one variable each was assigned to both the high school level and the "not determined" level.

Table 4. Book Analysis of The Principal's Function in Personnel Guidance Assigned by Subcategories to Levels of Schooling.

	Subcategory	Level of Schooling				
		Elementary	Middle School	Junior High	High School	Not Determined
2-1	Selection of teachers	1			1	1
2-2	Assignment of teachers	1			1	2
2-4	Evaluation of teachers	1				1
2-6	Dismissal of teachers				1	1
2-7	Teacher grievances					1
2-8	Teacher negotiations	1				3
2-9	Supervision of teaching	2			2	1
2-10	In-service training	1				1
2-11	Staff meetings	1			1	1
2-12	Staff morale	2			2	1
2-13	Health of teachers - physical and mental				1	
2-14	Stimulating teachers	4			1	1
2-15	Coordinating teachers	3				
2-16	Communicating with teachers	2			2	2
2-17a	Secretaries				1	
2-17b	Custodians	1				1
2-17d	Nurse					1
2-17e	Librarian				2	
2-17f	School social worker	1				
2-17g	School psychologist	1				
2-17h	Paraprofessional aides	1				
2-22	Admission of pupils to senior high school				1	
2-23	Promotion, failure and retention	2			1	1
2-24	Grouping (homogenous, heterogenous)	1				1
2-27	Provision for individual differences	2			1	
2-28	Providing for exceptional children	1				1
2-29	Discipline of pupils	1			1	1
2-30	Pupil health services	3				
2-31	Pupil guidance services	3			2	1

Table 4 (Con't.)

Subcategory		Level of Schooling				
		Elementary	Middle School	Junior High	High School	Not Determined
2-32	Evaluation of pupils by standardized tests	2				1
2-33	Evaluation of pupils by teachers	1				
2-34	Reporting pupil progress	1			1	
2-35	Pupil permanent records	3			1	1
2-36	Student government	1			1	1
2-38	Transportation of pupils	2			1	1
2-39	Safety	1			1	1
2-40	Truancy					1
2-41	Drug usage				1	
2-42	Extra-curricular activities				3	1
2-43	Mediator				1	2
2-44	Student teacher	1				
2-45	Miscellaneous	1				2
	Total	49	0	0	31	34

APPENDIX A

LIST OF VARIABLES CLASSIFIED IN
THE MISCELLANEOUS CATEGORY

A. The attitude of the principal toward children is the most significant factor in establishing or changing the climate in the school.

B. In establishing rules and regulations, the principal should always bear in mind that high school students desire to be accepted as knowledgeable persons and greatly resent the feeling that they are being led around.

C. The principal should be aware of pupil achievements.

D. The principal must show by word and action that he cares about his students, that he respects them, that he is interested in them, and that he is committed to providing for them the best environment within the school for their learning, well-being and growth.

E. The principal should organize his administrative corps so that his assistant principals are afforded the depth and breadth of administrative experiences that will permit them ultimately to meet the demands of the principalship itself.

F. The principal must redirect his aspirations for his students (all must go to college) and rebuild the dignity of labor.

G. The principal has to face his awareness of the race situation squarely and, knowing how little he can do, never despair of doing that little continually.

H. Principals must exercise leadership for the development of service activities to interest students who wish to be helpful, useful persons.

I. Principals and teachers should work to overcome the delusions that many youth develop by talking only to one another.

J. The principal should try to take affirmative action.

K. The accountable principal should recognize that he is participating with religious intensity in the growth and development of children.

L. The principal must be aware of the developmental stages and the effect they have upon academic progress.

M. The principal must work directly with teachers and students as resources for improvement ideas.

N. The principal must delegate routine matters plus supervisory activities to assistant principals, department chairmen, and administrative assistants.

O. To avoid unnecessary conflict, principals should assist teachers in clearly defining roles well in advance of actual trial of any new venture, including, of course, his own role.

P. The principal must give a great deal of consideration to the attitude held by teachers regarding participation in the decision-making process.

Q. The principal should work with the teaching staff in enlarging the student's understanding of his immediate environment and the surrounding world.

R. The principal should oversee all field trips and special student functions.

S. Teachers should be provided a suitable place to work during the conference periods.

T. The principal should place children in more active roles in the teaching-learning process.

U. The principal is obligated to protect the rights of both teachers and students.

V. The principal needs to communicate with his students from a stance of equality, mutuality and shared responsibility.